

# Ledyard Public Schools

## Grade 5 Social Studies

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*Thank you to Melissa Miner (JWL), Sandra Ohar (GHS), Joanna Priest (LCS) and Holly Miller (District) for their hard work and dedication to writing the Grade 5 Social Studies curriculum.*

**Approved by Instructional Council May 2017**

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## **TEAMWORK**

*Coming together is a beginning*

*Keeping together is progress*

*Working together is success*

*-Henry Ford*

## Ledyard Public Schools

### Statement of Philosophy: Social Studies K-12 Curricula

“With the entire scope of human experience as its backdrop, the content of social studies consists of a rich array of facts, concepts, and generalizations. The way to tie all of this content together is through the use of compelling and supporting questions.”—**C3 Frameworks for College, Career, and Civic readiness.**

No discipline prepares the nation’s young people for success in college, career, and civic participation, more than social studies. Social studies education involves interdisciplinary instruction and benefits from interaction with and integration of the arts and humanities. Specifically, “meaningful and relevant social studies education integrates the study of civics, economics, geography, history, and the other social sciences through an inquiry-based instructional approach that is grounded in rich state, local, national, and global historical content.” (Social Studies Position Statement SDE, 2008).

Social studies is composed of deep and enduring understandings, concepts and skills from various disciplines. Given this vast array of content and skills, inquiry based instruction will be used as an organizing principle around which students may access the diverse content of social studies and begin to make sense of it for themselves. Inquiry should guide the teaching of social studies at all levels. Inquiry-based instruction and skill development are the emphasis of this revised social studies curricula and work in the service of helping students to discover rich social studies content. Furthermore, social studies as a discipline, naturally integrates key reading, writing, analysis, speaking and listening skills that are outlined in the Connecticut Core Standards. These standards are integrated into the K-12 social studies curriculum and identified at each grade level.

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**Ledyard Public Schools**  
**Social Studies Curriculum Introduction**

**How does Ledyard define inquiry?**

Inquiry is defined as a way of seeking information, knowledge, or truth through questioning. Inquiry is a way for a learner to acquire new information and data and turn it into useful knowledge. Inquiry involves asking good questions and developing robust investigations from them. Inquiry also involves considering possible solutions and consequences. A third component of inquiry is separating evidence based claims from common opinion, and communicating claims with others, and acting upon these claims when appropriate. Questions lead to gathering information through research, study, experimentation, observation, or interviews. During this time, the original question may be revised, a line of research refined, or an entirely new path may be pursued. As more information is gathered, it becomes possible to make connections and allows individuals to construct their own understanding to form new knowledge. Sharing this knowledge with others develops the relevance of the learning for both the student and a greater community. Sharing is followed by reflection and potentially more questions, bringing the inquiry process full circle.

**The Inquiry Arc in Social Studies**

The revised Social Studies Curriculum now includes an inquiry design model for effective teaching and learning, and demonstrates how teachers can apply this model in their planning and delivery. Drawing on the *Connecticut Elementary Social Studies Framework* and the *College, Career and Civic Life (C3) Framework for Social Studies Standards* (National Council for Social Studies, 2013), the curriculum incorporates critical instructional shifts, and include:

- Inquiry should be the primary form of instruction in all social studies classes
- Students and teachers should craft investigative questions that matter
- Teachers should establish a collaborative context to support student inquiry
- Teachers should integrate content and skills meaningfully
- Teachers should help students articulate disciplinary literacy practices and outcomes (thinking, reading, writing, speaking like a historian, like a geographer, etc.)
- Teachers should provide, and help students communicate conclusions and tangible opportunities to take informed action

<http://www.sde.ct.gov/sde/lib/sde/pdf/board/ssframeworks.pdf>

[http://www.c3teachers.org/wp-content/uploads/2014/10/IDM\\_Assumptions\\_C3-Brief.pdf](http://www.c3teachers.org/wp-content/uploads/2014/10/IDM_Assumptions_C3-Brief.pdf)

The social studies curriculum is designed around the Inquiry Arc of the C3 Framework. The Inquiry Arc highlights the structure of and rationale for the organization of the Framework's four Dimensions. The Arc focuses on the nature of inquiry in general and the pursuit of knowledge through questions (College, Career and Civic Life (C3) Framework for Social Studies Standards, 2013). The four dimensions below center on the use of questions to spark curiosity, guide instruction, deepen investigation, acquire rigorous content, and apply knowledge in real world settings to enable students to become active and engaged citizens in the 21<sup>st</sup> century.

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**Social Studies Curriculum Introduction**

**TABLE 1: C3 Framework Organization**

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRIES	DIMENSION 2: APPLYING DISCIPLINARY TOOLS AND CONCEPTS	DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE	DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION
Developing Questions and Planning Inquiries	Civics	Gathering and Evaluating Sources	Communicating and Critiquing Conclusions
	Economics		
	Geography	Developing Claims and Using Evidence	Taking Informed Action
	History		

<http://www.socialstudies.org/sites/default/files/c3/C3-Framework-for-Social-Studies.pdf>

**Specific notes to teachers addressing all of the units of studies**

- In every unit, it is critical to engage each dimension of the instructional arc and provide students with opportunities to communicate what they learn in relation to what they wonder. While strategies and activities may vary among teachers, the essential elements of focused inquiry should drive the instructional planning. All inquiries should be linked to the compelling question which should be the same for all students within each grade level. The units are “living documents” as teachers will have the flexibility to use resources that support the interests of their students.
- For each unit, as teachers find additional “Suggested Instructional Activities” in Dimension 2, those activities must align directly to the supporting questions which are linked to the content. Additional Featured sources should also be linked to those same supporting questions.
- Teachers will utilize the formative assessment process within Dimensions 2 and 3. If the assessment included in the unit does not meet the student needs, grade level teams have the option to make necessary revisions. However, these assessments should, again, be linked to the supporting questions.
- Grade level teams also have the option to make revisions to the summative assessment and taking informed action of Dimension 4 if the assessment included does not meet student needs.

**Ledyard Public Schools**  
**Social Studies Curriculum Introduction**

<b><u>Component/Purpose</u></b>	<b><u>Explanation</u></b>
<b>Compelling Question</b> Frames the unit of study	Compelling questions were developed by the Social Studies Curriculum Team. These are open-ended, have more than one correct answer, can cross disciplinary 'lenses', and time periods. These should be thought-provoking and intellectually engaging in nature. At the end of the unit, teachers may choose to incorporate a summative task that will answer the compelling question.
<b>Staging the compelling question</b> Builds student interest	In staging the question, teachers need to create an instructional space in which students are able to find merit, relevance, and interest in the investigation. The Question Formulation Technique is one way teachers can engage students in convergent and divergent thinking while generating student interest and tapping into student curiosity.
<b>Supporting Questions</b> Develops the key content	These questions focus student inquiry into specific disciplinary concepts or lines of inquiry. They are more specific in nature than compelling questions and often have more direct, concrete answers to them.
<b>Disciplinary Concepts</b> Provides the Disciplinary grade level content	Content can be used as a tool for addressing a particular line of inquiry (supporting questions or compelling questions or both). Depth of content depends on its relationship to the line of questioning established by the teacher and students.
<b>Strategies and Activities</b> Guides the opportunities to learn content using various learning protocols (i.e., fishbowl, small group, debates, etc...)	Suggested strategies and activities were generated by curriculum teams as tools to engage students in inquiry and align to <i>Connecticut Core Standards</i> and the <i>Connecticut Elementary Social Studies Framework</i> .
<b>Featured Sources</b> Provides opportunities to generate curiosity, build knowledge and construct arguments	These sources were compiled by curriculum teams and include additional readings, links to digital sources and extension lessons which can be adapted to fit grade level instruction. Students are expected to read these sources to help them then complete the formative assessment.
<b>Formative Assessments</b> Demonstrates understanding of the supporting questions	These assessments were generated by curriculum teams and designed to evaluate student progress and inform further instruction. This list should be considered a living document and changed based on student and teacher needs.
<b>Summative Task</b> Demonstrates understanding of the compelling question	These tasks were created by curriculum teams to demonstrate student understanding of compelling questions, supporting questions, disciplinary concepts and evaluate student skill development.
<b>Taking Informed Action</b> Offers opportunity for civic engagement	Taking informed actions include a range of venues and a variety of forms (e.g., discussions, debates, policy analyses, video productions, and portfolios). The manner in which students work to create their solutions can differ. Students need opportunities to work individually, with partners, in small groups, and within whole class settings. Through these actions students apply what they learned through focused inquiry to real world civic actions. Taking Informed Action is not always going to be about the particular content, but rather the larger implications it has on the human experience.

## Grade 5 Social Studies Outline

<b>Unit Name/Themes</b>	<b>Compelling Questions</b>	<b>Content (lead to disciplines and to focus questions)</b>	<b>Pacing</b>
<b><u>Unit 1</u></b> Cultural Diversity and an American National Identity	How was America a land of political, economic and social opportunities for indigenous peoples?	-Explore the culture practices of indigenous peoples in New England prior to colonization including ways of governing, gender roles, and economic systems	Up to 6 weeks
<b><u>Unit 2</u></b> The Impact of Science and Technology on Society	What happens when cultures come into contact with each other?	-Explain the reasons that lead people to leave Europe for the New World  -Analyze the impact of important technological innovations that allowed Europeans to travel to the Americas  -Explore and evaluate the ways that indigenous peoples and colonists impacted each other's ways of life.  -Explain the views of indigenous peoples had concerning land ownership and how these views were different from the views of land ownership held by Europeans	Up to 8 weeks
<b><u>Unit 3</u></b> Gender Roles In Economic, Political, and Social Life	How did the first English settlements form the foundations of a new nation?	-Compare and contrast the settlements of Plymouth and Jamestown <ul style="list-style-type: none"> <li>• Governmental Structure (laws)</li> <li>• Economics</li> <li>• Hardships</li> </ul> -Analyze the role of men, women and children	8 weeks
<b><u>Unit 4</u></b> The Role of Colonization in US History	Is America a land of political, economic and social opportunity?	-Identify how the different colonies were created -Describe the economic differences between southern and northern colonies. Identify how the geographic characteristics of the two regions affected the economic conditions in the colonies located in these regions. -Evaluate similarities and differences between the Connecticut colony and other colonies -Explain the role of indentured servants and the slavery in the colonies. Explain the different forms that slavery took in different regions of colonial America.	Up to 10 weeks

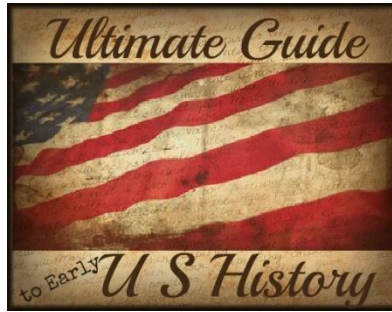
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# Ledyard Public Schools

## Social Studies Curriculum

### Grade 5

### Early United States History



#### ***I. Description and Purpose of the Course***

United States History is taught specifically in Grades 5, 8 and 10. The focus in Grade 5 is early United States History. Students will investigate a variety of events in early United States History from indigenous peoples through the period of colonization. Students will build skills as they learn about exploration and colonization and the specific role that Connecticut had on United States History. An emphasis is placed on analyzing and evaluating a variety of documents, sources and perspectives. A year-long compelling question will focus on: ***What does it mean to be an American?***

#### ***II. Academic Expectations***

Students in the grade five are expected to craft investigative questions that can frame and enhance inquiry. These questions will be generated in the form of compelling and supporting questions. Students in grade five will continue to discover connections among history, geography, civics and economics in order to develop their inquiries. Students will gather and evaluate the credibility of sources in response to the initial inquiries. Finally, students will be expected to communicate their conclusions in a variety of ways, and contemplate their civic action.

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## LPS Social Studies Curriculum Unit One

Grade Level: 5

### **Unit Title: Cultural Diversity and an American National Identity A Study on the First Americans**

Timeline: 6 weeks

**Unit Overview/Grade 5 Content:** In this unit of study, students will explore the cultural practices of indigenous peoples' ways of life. Students will begin with a basic understanding of the migration routes of the first Americans moving into understanding where their ancestors came from. Students will analyze ways of life and the utilization of land, the climate, and how they adapted to their environment. Finally, students will explore the roles of men, women and children.

<b>Theme</b>	The Impact of Geography on History and Gender Roles in Economic, Political and Social Life <ul style="list-style-type: none"><li>• Movement and settlement patterns of people who immigrated to the United States or migrated within the country</li><li>• Decisions of people to use land, other resources, and the overall environment to meet human needs</li><li>• Analyze the roles of indigenous women, men and children within their culture</li></ul>
<b>Essential Unit Vocabulary</b>	adaptation, ancestors, artifact, descendants, diversity, culture, cultural expression, cultural environment, ecocfact, fertile, longhouse, indigenous peoples, migration, national identity, natural resources, physical environment, raw material, surplus, trade, wampum, wigwam

### **Compelling Question**

*How was North America a land of political, economic and social opportunities for indigenous people?*

### **Supporting Questions**

How did indigenous peoples adapt to their environment?

What are the roles within their communities/tribes?

How did indigenous peoples view the ownership of land?

### **Dimension 1: Developing Questions and Planning Inquiries**

**Students are expected to look at an issue through a variety of perspectives using inquiry created by themselves and/or the teachers**

### **Priority Standard**

INQ 3-5. 1 Explain why compelling questions are important to others (e.g., peers, adults).

### **Supporting Standard**

INQ 3-5.4 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

### **Connecticut Core Standards**

CCSS.ELA-Literacy.RI.5.1, W.5.7, SL.5.1

**Academic Vocabulary:** questioning, argument, explanation, point of view

<b><u>Staging the Question</u></b>	<ol style="list-style-type: none"><li>1. Whole class engagement in the Question Formulation Technique (QFT) using the following image (Pequot Home Inquiry 1) <b>Note:</b> Available to grade 5 teachers and SPED. <a href="https://drive.google.com/drive/folders/0B5g-SX8QjKEPT3dHMGZFY2pMUms?usp=sharing">https://drive.google.com/drive/folders/0B5g-SX8QjKEPT3dHMGZFY2pMUms?usp=sharing</a></li><li>2. Participate in a QFT gallery walk using the following images: <a href="https://drive.google.com/drive/folders/0B5g-SX8QjKEPT3dHMGZFY2pMUms?usp=sharing">https://drive.google.com/drive/folders/0B5g-SX8QjKEPT3dHMGZFY2pMUms?usp=sharing</a></li><li>3. Gather most meaningful questions related to the compelling questions from the Gallery Walk and Post on Wonder Board</li></ol>
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## **Dimension 2: Applying Disciplinary Concepts and Tools**

Students are expected to learn about history through a multi-disciplinary approach that includes civics, economics, and geography. These disciplinary ideas are the lenses students use in their guided inquiries that lead to deep and enduring understandings.

## **Dimension 3: Using Evidence**

Students are expected to use evidence from a variety of credible sources.

### **Dimension 2**

#### **Priority Standards:**

HIST 5.4 Explain why individuals and groups during the same historical period differed in the perspectives.

CIVICS 5.2 Describe ways in which people benefit from and are challenged by working together, including through government workplaces, organizations and families.

INQ 3-5.7 Identify evidence that draws information from multiple sources in response to compelling questions.

INQ 3-5.8 Use evidence to develop claims in response to compelling questions

#### **Supporting Standards**

ECO 5.1 Identify positive and negative incentives that influence the decisions

#### **CT Core Standards**

CCSS.ELA-Literacy.RI.5.1-10, W.5.1-2, W.5.7-10, SL.5.1 L.5.1-3

**Academic Vocabulary:** argument, sources, evidence, claims, counterclaims, credibility

#### **Key Content to be Addressed**

-Exploration of the cultural practices of indigenous peoples in North America **prior to colonization** including :

- Governing (S2)
- Gender roles (S2)
- Economic Systems (S1-S3)

-Examining how the geographic features of North America affected the early settlements of indigenous peoples (S1)

### **Supporting Question #1**

**How did indigenous peoples adapt to their environment?**

#### **Formative Assessment**

**Part A:** In small groups, students will further investigate their region using Discovery Education videos [www.discoveryeducation.com](http://www.discoveryeducation.com) **Note:** Students must be signed in to Discovery Education using their email address and search for their tribe.

**Part B:** Small groups create a poster illustrating the most important adaptations of the tribes within their region using the information presented in a rubric. Rubric criteria should include at least three adaptations with appropriate images as well as a brief explanation of how the adaptations ensured survival. Students will conduct a Gallery walk comparing and contrasting adaptations in different regions as they score their peers' work.

#### **Featured Sources**

**Source A:** [Link to TCI](#) Migration Routes of the First Americans, TCI Section 2, Lesson 2 page 25 and The First Americans video:

<http://www.history.com/topics/native-american-history/native-american-cultures/videos/the-first-americans>

**Source B:** [Link to TCI](#) American Indians and Their Land, TCI Entire Lesson 2, pages 22-33

**Source C:** [Link to TCI](#) Explore: The American Indian Economic Patterns, Lesson 3(**online access only**)

**Source D:** [First Americans](#) **Note:** This is an introductory lesson where teachers will show students how to access Discovery Education videos. Model how to log in and search for this video. Teachers must be signed in to Discovery Education using Google Single Sign On. Students will participate in a Think-Pair-Share. Students will

	<p>individually access video for a second time and will complete a 3-2-1 Strategy Chart.</p> <p><b>Source E:</b> <a href="#">Link to TCI</a> Lesson 3, American Indian Cultural Regions, pages 34-37</p> <p><b>Source F:</b> Students break into American Indian North American Cultural Region groups (see map in TCI page 36) to gather information (using a graphic organizer) for formative assessment:</p> <ul style="list-style-type: none"> <li>• <a href="#">Link to TCI</a> Lesson 3, American Indian Cultural Regions, pages 38-45</li> <li>• Students sign in to Discovery Education using their email address for students and use videos for further information.</li> </ul>
<b>Extension: Additional Sources</b>	<p><b>Source A:</b> <a href="#">Wampanoag People Lifestyles</a></p> <p><b>Source B:</b> <a href="#">Link to TCI</a> Origin Stories, Lesson 2, Sections 2-4, pages 25-29</p> <p><b>Source C:</b> <a href="#">Oral Traditions</a></p> <p>Teachers or students must be signed in to Discovery Education using Google Single Sign On or email address for students before accessing the links.</p> <p><b>Source D:</b> Interactive Map Activity (to support formative assessment)  <a href="http://www.learner.org/interactives/historymap/indians.html">www.learner.org/interactives/historymap/indians.html</a></p>
<p style="text-align: center;"><b>Supporting Question #2</b> What are the roles within their communities/tribes?</p>	
<b>Formative Assessment</b>	Two separate journal entries from both gender roles from each of their perspectives
<b>Featured Sources</b>	<p><b>Source A:</b> Native Peoples of the Northeast excerpt (Toolkit Text pages 17-21)</p> <p><b>Source B:</b> <a href="#">Link to TCI</a> American Indian Cultural Regions, Lesson 3, Section Primary Source-American Indian Women (<b>online access only</b>)</p> <p><b>Source C:</b> <a href="#">Link to TCI</a> Four Young American Indians, Lesson 3, Section Reading Further: Four Young American Indians, pages 46-51</p> <p><b>Source D:</b> TBD (possibly Discovery Ed “Exploring Our Past” series –these have breakouts with “Skills and Roles”)</p>
<b>Extension: Additional Sources</b>	<b>Source A:</b> <a href="#">Wampanoag People Lifestyles</a>
<p style="text-align: center;"><b>Supporting Question #3</b> How did indigenous peoples view the ownership of land?</p>	
<b>Formative Assessment</b>	<p>Students will compare and contrast the views of land ownership between indigenous peoples and present day people.</p> <p><a href="#">Link to Land Ownership</a></p> <p>(<b>Note:</b> Once you click the hyperlink, teachers must sign up through google to set up account in order to access video. Teachers will need to provide the link to students in order for them to complete independently.)</p>

#### Dimension 4: Communicating Conclusions and Taking Informed Action

**Students are expected to take informed action, whenever possible, to communicate conclusions linked to the compelling question(s)**

##### **Priority Standards**

INQ 3-5.9 Construct arguments using claims and evidence from multiple sources.

INQ 3-5.12 Critique arguments.

##### **CT Core Standards**

CCSS.ELA.-Literacy.RI.5.1-10, W.5.1-2, W.5.7-10, SL.5.1, L.5.1-3

**Academic Vocabulary:** argument, explanation sources, evidence, claims, counterclaims, visualize, credibility

##### **Summative Assessment and Taking Informed Action**

###### Summative Performance Task:

- Task: Students will independently complete a codex (a special manuscript used to record information about Native American culture and religion) focusing on the *How was North America a land of political, economic and social opportunities for indigenous people?*  
**Note:** See Interact: Explorers Phase I, Days 1-5. See the following pages: 18 (Unit Overview Chart), 1-14, 20-34, 60-68, 88-108, Student Guide 1-7 and 9 for codex rubric.

###### Taking Informed Action: NA in this unit

##### **Additional Resources**

###### **Technology Links for Teachers:**

- <https://sites.google.com/a/somers.k12.ct.us/5th-grade-team/social-studies/native-american-tribe-links> (Native American Tribe Links)
- <https://www.loc.gov/item/2016655240/> (audio link to Indian Songs of Today from the Library of Congress)
- <http://www.loc.gov/law/help/indigenous-law-guide/americas/north-america/united-states/region/northeast-atlantic-tribes.php> (link to list of Native American Tribes of Northeast and websites from the Library of Congress)
- <http://www.sacred-texts.com/nam/iro/sim/index.htm> (Seneca Indian Myths)
- <http://nativeamericans.mrdonn.org/northeast/iroquois/index.html> (Exploring Iroquois)

###### **Suggested Texts:**

- *Indian New England Before the Mayflower* by Howard S. Russell

## LPS Social Studies Curriculum Unit Two

Grade Level: 5

### The Impact of Science and Technology on Society

Timeline: 8 weeks

**Unit Overview/Grade 5 Content:** In this unit of study, students will explore how and why Europeans wanted to leave Europe and colonize. Students will have the opportunity to analyze and evaluate the artifacts and technological innovations that helped historians gain knowledge of that time period. Finally, they will demonstrate an understanding of the various ways that the cultural practices of the indigenous peoples and colonists affected one another.

<b>Theme</b>	The Impact of Science and Technology on Society <ul style="list-style-type: none"><li>Evaluate how science and technology changed everyday life for Americans</li><li>Evaluate the benefits and challenges of science and technological change in the 18<sup>th</sup> century</li></ul>
<b>Essential Unit Vocabulary</b>	age of exploration, arbors, archaeologist, astrolabe, cash crop, Christianity, colonist, colony, compass, explorer, historians, indentured servant, interpreter, monarchy, nation-state, navigation, negotiated, new world, pelts, reciprocated, representative government, savages, settlement, settlers, weirs

#### Compelling Question

*What happens when cultures come into contact with each other?*

#### Supporting Questions

How and why did Europeans want to leave Europe to colonize the Americas?  
How did the culture of the indigenous peoples and the settlers influence each other?

#### Dimension 1: Developing Questions and Planning Inquiries

Students are expected to look at an issue through a variety of perspectives using inquiry created by themselves and/or the teachers

#### Priority Standard

INQ 3-5. 1 Explain why compelling questions are important to others (e.g., peers, adults).

#### Supporting Standard

INQ 3-5.2 Identify disciplinary concepts and ideas associated with a compelling question that is open to different interpretations.

#### Connecticut Core Standards

CCSS.ELA-Literacy.RI.5.1, CCSS.ELA-Literacy.W.5.7 CCSS.ELA-Literacy.SL.5.1

**Academic Vocabulary:** questioning, argument, explanation, point of view

<b>Staging the Question</b>	1. Look at map of 1562 Map of America. Participate in a <a href="#">“See, Think, Wonder”</a> Activity. Students then share their thoughts with their peers. <a href="https://www.loc.gov/resource/g3290.ct000342/">https://www.loc.gov/resource/g3290.ct000342/</a> <a href="https://www.edutopia.org/pdfs/stw/edutopia-stw-bates-artsintegration-template-">https://www.edutopia.org/pdfs/stw/edutopia-stw-bates-artsintegration-template-</a>
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	<p><a href="#">organizers.pdf</a></p> <p>2. Students will participate in an <a href="#">Artifact Source Review</a>: How and Why Europeans Came to the New World (Google Drive, Grade 5 Social Studies Folder Unit 2 from TCI, Lesson 4) <a href="https://subscriptions.teachtc.com/shared/programs/231/lessons/1697/slide_shows/171/present">https://subscriptions.teachtc.com/shared/programs/231/lessons/1697/slide_shows/171/present</a></p> <p><u>Option 1</u>: Break students up into eight groups (one artifact per group). Students will discuss and take notes about what they believe the artifact is and the purpose of it. Small groups will present their ideas to the class.</p> <p><u>Option 2</u>: Students explore artifacts to categorize explorer's artifacts by following the teacher's presentation in Lesson 4 in TCI.</p>
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### **Dimension 2: Applying Disciplinary Concepts and Tools**

Students are expected to learn about history through a multi-disciplinary approach that includes civics, economics, and geography. These disciplinary ideas are the lenses students use in their guided inquiries that lead to deep and enduring understandings.

### **Dimension 3: Using Evidence**

Students are expected to use evidence from a variety of credible sources.

#### **Dimension 2**

##### **Priority Standards:**

Hist.5.4 Explain why individuals and groups during the same historical period differed in their perspectives.

Geo.5.2 Explain how culture influences the way people modify and adapt to their environments.

INQ 3-5.7 Identify evidence that draws information from multiple sources in response to compelling questions.

INQ 3-5.8 Use evidence to develop claims in response to compelling questions

##### **Supporting Standards**

Hist.5.8 Use information about a historical source, including the maker, date, place of origin, intended audience and purpose to judge the extent to which the source is useful for studying a particular topic

##### **CT Core Standards**

CCSS.ELA.-Literacy.RI.5.1-10, W.5.1-2, W.5.7-10,,SL.5.1 L.5.1-3

**Academic Vocabulary:** argument, sources, evidence, claims, counterclaims, credibility

<b>Key Content to be Addressed</b>	<ul style="list-style-type: none"> <li>-Why people left Europe for the New World (S1)</li> <li>-Impact of important technological innovations that allowed Europeans to travel to America (S1)</li> <li>-How Indigenous peoples helped early settlements survive and their motivations for doing so (S2)</li> <li>-Impact of colonization on Indigenous peoples' ways of life (S2)</li> <li>-Views of indigenous peoples had concerning land ownership and how these views were different from the views of land ownership held by Europeans (S2)</li> </ul>
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#### **Supporting Question #1**

How and why did Europeans want to leave Europe to colonize the Americas?

<b>Formative Assessment</b>	<p>Students will write an extended response in the form of a letter or narrative to include:</p> <ul style="list-style-type: none"> <li>Reasons for leaving Europe and seeking new life in America</li> <li>Details from their voyage</li> </ul>
<b>Featured Sources</b>	<p><b>Source A:</b> Interact Explorers Phase 2, Days 7-11 (See Unit Chart on pages 18-19), pages 1-14, 37-50, 60, 68, 70-89, 113-133 and Student Guide 8-12 <b>Note:</b> See Explorers in Supporting Materials Section of Unit 1</p> <p><b>Source B:</b> Setting Sail (Toolkit text, pages 7-9), Perilous Voyage from the Old to the New World (Toolkit Text pages 10-11)</p> <p><b>Source C:</b> Religious Freedom in Colonial America (Toolkit Text, pages 35-38)</p> <p><b>Note:</b> Teachers may choose to use <a href="#">Give One, Get One, Move On</a> with Source D and E</p> <p><b>Source D:</b> <a href="#">The Beginning of Colonization</a> (Discovery Education using Google Single Sign On)</p> <p><b>Source E:</b> <a href="#">English Settlements</a> (Discovery Education using Google Single Sign On)</p>
<b>Extension: Additional Sources</b>	<p><b>Source A:</b> Scholastic Interactive Tour of the Mayflower  <a href="http://www.scholastic.com/scholastic_thanksgiving/voyage/tour.htm">http://www.scholastic.com/scholastic_thanksgiving/voyage/tour.htm</a></p>

### Supporting Question #2

#### How did the culture of the indigenous peoples and the settlers influence each other?

<b>Formative Assessment</b>	<p>Google slide presentation showing how the culture of indigenous peoples and settlers influenced each other. Slides must include:</p> <ul style="list-style-type: none"> <li>Illustrations/photos and text that show how their relationships were cultivated</li> <li>Illustrations/photos and text that show the conflicts they had</li> </ul>
<b>Featured Sources</b>	<p><b>Notes to teacher:</b></p> <ul style="list-style-type: none"> <li>Build Background Knowledge Protocol from <i>Expeditionary Learning (Revised Edition)</i> <a href="https://www.engageny.org/sites/default/files/resource/attachments/appendix_protocols_and_resources.pdf">https://www.engageny.org/sites/default/files/resource/attachments/appendix_protocols_and_resources.pdf</a></li> <li>The following sources are referred to in the revised protocol: (Sources are varied readability levels)</li> </ul> <p><b>Source A:</b> <u>mystery text</u>: Why Should You Destroy Us, Who Have Provided You with Food (Toolkit Text, page 29) with Quick Write</p> <p><b>Source B:</b> <u>common text</u>: The First Virginians (Toolkit Text, pages 22-23)</p> <p><b>Source C:</b> <u>expert text</u>: <a href="#">Link to TCI</a>, Lesson 3: American Indian Cultural Regions, Section: Explore, Contact Between American Indian and European Cultures (online only)</p> <p><b>Source D:</b> <u>expert text</u>: An Agreement of Trust (Toolkit Text, pages 67-71)</p> <p><b>Source E:</b> <u>expert text</u>: Interact Explorers Day 6, pages 35-36, 109-112 <b>Note</b> See</p>



	Explorers in Supporting Materials Section of Unit 1
<b>Extension:</b> <b>Additional Sources</b>	<b>Source A:</b> <a href="#">Conflicts Between the Colonists and Native Americans</a> (Discovery Education using Google Single Sign On) <b>Source B:</b> <a href="#">European Settlers: The Era of Colonization</a> (Discovery Education using Google Single Sign On) <b>Source c:</b> <a href="#">Jamestown</a> from Library of Congress

#### **Dimension 4: Communicating Conclusions and Taking Informed Action**

Students are expected to take informed action, whenever possible, to communicate conclusions linked to the compelling question(s)

##### **Priority Standards**

INQ 3-5.10 Construct explanations using reasoning, correct sequence, examples and details with relevant information and data.

INQ 3-5.13 Critique explanations

INQ 3-5. 11 Present a summary of explanations to others outside the classroom using print and oral technologies and digital technologies.

##### **CT Core Standards**

CCSS.ELA.-Literacy.RI.5.1-10,W.5.1-2, W.5.7-10,SL.5.1, L.5.1-3

**Academic Vocabulary:** argument, explanation sources, evidence, claims, counterclaims, visualize, credibility

<b>Summative Assessment and Taking Informed Action</b>	<b><u>Summative Performance Task:</u></b> <ul style="list-style-type: none"> <li>Students will design and play a role in a reenactment entitled, The Grand Encounter to answer the compelling question: <i>What happens when cultures come into contact with each other?</i> Interact Explorers, Days 12-15, pages 51-59 and 137-138 <b>Note</b> See Explorers in Supporting Materials Section of Unit 1</li> </ul>
	<b><u>Taking Informed Action:</u></b> <p><b>Option A:</b> Find an example of conflict over land ownership in our modern society. Depending on the conflict, write a letter to a government official or involved party.</p> <p><b>Option B:</b> Find an example of conflict over land ownership in our modern society. Create an interactive bulletin board or blog that would bring attention to the issue in a public area/forum.</p>
<b>Additional Resources</b>	<b>Technology Links for Teachers:</b> <ul style="list-style-type: none"> <li><a href="http://pocahontas-jamestown-webquest.weebly.com/resources.html">http://pocahontas-jamestown-webquest.weebly.com/resources.html</a></li> <li><a href="http://ngm.nationalgeographic.com/2007/05/jamestown/jamestown-standalone">http://ngm.nationalgeographic.com/2007/05/jamestown/jamestown-standalone</a></li> </ul> <p><b>Technology Links for Students:</b></p>



	<ul style="list-style-type: none"> <li>• <a href="http://exploration.marinersmuseum.org/wp-content/themes/agesofex/games/explorer/">http://exploration.marinersmuseum.org/wp-content/themes/agesofex/games/explorer/</a></li> <li>• <a href="http://www.phschool.com/atschool/ahon/history_interactive/mvl-1021/common_player.html">http://www.phschool.com/atschool/ahon/history_interactive/mvl-1021/common_player.html</a></li> </ul> <p><b>Suggested Texts:</b></p> <ul style="list-style-type: none"> <li>• <i>Squanto's Journey: The Story of the First Thanksgiving</i> by Joseph Bruchac</li> </ul>
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**LPS Social Studies Curriculum Unit Three**

**Grade Level: 5**

**Unit Title: Gender Roles in Economic, Political, and Social Life**

**Timeline: 8 weeks**

**Unit Overview/Grade 5 Content:** In this unit of study, students will explore the development of early colonial settlements. By engaging in historical research surrounding the mystery of the first settlement in Roanoke, students will continue to inquire, research, and develop understanding about the subsequent development and success of the settlements of Jamestown and Plymouth. They will compare these settlements to determine similarities and differences within the governmental structure, economic practices, and hardships settlers faced. Finally, students will analyze the roles of various groups including men, women, children, indentured servants, and slaves including their contributions to the success of early colonial settlements.

<b>Theme</b>	<ul style="list-style-type: none"><li>Analyze the role of women and men in key events, such as indigenous people's culture, early colonial settlement, and the American Revolution</li><li>Evaluate how the role of women and men in American society changed over time</li></ul>
<b>Essential Unit Vocabulary</b>	captives, colonists, democratic, hierarchy, hypothesis, indentured, inheritable, merchants, monarchy, mutiny, pilgrim, representative government, settlement, theory, trade, transatlantic

**Compelling Question**

**How did the first English settlements form the foundations of a new nation?**

**Supporting Questions:**

How were the colonies of Jamestown and Plymouth similar and how were they different?

How did roles and expectations differ among various groups including indigenous peoples, women, slaves and others?

**Dimension 1: Developing Questions and Planning Inquiries**

Students are expected to look at an issue through a variety of perspectives using inquiry created by themselves and/or the teachers

**Priority Standard**

INQ 3-5.3 Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.

**Supporting Standard**

INQ 3-5.4 Determine the kinds of Featured Sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

**Connecticut Core Standards**

CCSS.ELA-Literacy.RI.5.1, W.5.7, SL.5.1

**Academic Vocabulary:** questioning, argument, explanation, point of view

<b>Staging the Question</b>	<ol style="list-style-type: none"><li>-Show students the short video titled: "The Lost Roanoke" pausing at 1:30 <a href="https://www.youtube.com/watch?v=ofhIJ1wMKtc">https://www.youtube.com/watch?v=ofhIJ1wMKtc</a> -Pose the following question to students: <i>What do you think happened to the settlement? As a historian, how do you think you could investigate your theory?</i></li></ol>
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	<p>-Complete the video “The Lost Roanoke”</p> <p>-Brief discussion regarding the inability to investigate the last theory due to land ownership.</p> <p>2. -Show students a short video on “Top Five Roanoke Lost Colony Disappearance Theories”: <a href="https://www.youtube.com/watch?v=u8sJFGp6120">https://www.youtube.com/watch?v=u8sJFGp6120</a></p> <p>-Students will independently view the video and will take notes to gather evidence to support the theory they believe.</p> <p>3. Students will then participate in a Five Station Debate where they will have to persuade others to believe their theory. Students who are convinced of another theory can move to that station. Additional debate strategies may be used. (Evidence for/against stations)</p> <p>4. Introduce the compelling question.</p>
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## **Dimension 2: Applying Disciplinary Concepts and Tools**

Students are expected to learn about history through a multi-disciplinary approach that includes civics, economics, and geography. These disciplinary ideas are the lenses students use in their guided inquiries that lead to deep and enduring understandings.

## **Dimension 3: Using Evidence**

Students are expected to use evidence from a variety of credible Featured Sources.

### **Dimension 2**

#### **Priority Standards:**

HIST 5.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.

CIV 5.1 Explain how groups of people make rules to create responsibilities and protect freedoms.

ECO 5.3 Explain why individuals and businesses specialize and trade.

#### **Supporting Standards**

HIST 5.2 Compare life in specific historical periods to today.

HIST 5.6 Compare information provided by different historical sources about the past.

HIST 5.7 Generate questions about multiple historical resources and their relationships to particular historical events and development.

### **Dimension 3**

**INQ 3-5.7** Identify evidence that draws information from multiple featured sources in response to compelling questions.

**INQ 3-5.8** Use evidence to develop claims in response to compelling questions

#### **CT Core Standards**

CCSS.ELA.-Literacy.RI.5.1-10, W.5.1-2, W.5.7-10, SL.5.1 L.5.1-3

<b>Academic Vocabulary:</b> argument, Featured Sources, evidence, claims, counterclaims, credibility					
<b>Key Content to be Addressed</b>	-Settlements of Plymouth and Jamestown to include: (S1 and S2) <ul style="list-style-type: none"> <li>• Governmental Structure (laws)</li> <li>• Economics</li> <li>• Hardships</li> </ul> -Roles of Men, Women and Children in Early Colonial Settlements (S2)				
<b>Supporting Question #1</b> <b>How were the colonies of Jamestown and Plymouth similar and how were they different?</b>					
<b>Formative Assessment</b>	In which settlement would you prefer to live, Jamestown or Plymouth? Design a real estate advertisement that encourages people to move to that settlement.  Your advertisement should <ul style="list-style-type: none"> <li>• describe the geography and climate of the area</li> <li>• explain the opportunities available to new settlers</li> <li>• provide information about how nearby American Indians have reacted to the settlement</li> <li>• include pictures of life in the settlement</li> <li>• be free from spelling and grammatical errors</li> </ul>				
<b>Featured Sources</b>	<p><b>Source A:</b> Jamestown Colony and The Settlement of Plymouth (TCI Lesson 6 Introduction and Section 2 and Section 3) <b>Note:</b> <a href="http://www.teachtci.com/">Graphic Organizer</a> <a href="http://www.teachtci.com/">http://www.teachtci.com/</a></p> <p><b>Note:</b> Use the <a href="#">Graphic Organizer</a> for Source B and C</p> <table border="1"> <thead> <tr> <th>Jamestown (Source B)</th><th>Plymouth (Source C)</th></tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>• Lazy Settlers (Toolkit Text, pages 152-154)</li> <li>• <a href="https://www.thinking.com/scene/429067688682192898#t1site">https://www.thinking.com/scene/429067688682192898#t1site</a></li> <li>• <a href="https://www.nps.gov/jame/learn/historyculture/martial-law.htm">https://www.nps.gov/jame/learn/historyculture/martial-law.htm</a></li> </ul> </td><td> <ul style="list-style-type: none"> <li>• At Plimoth Plantation, 1627 (Toolkit Text, pages 83-86)</li> <li>• Mutiny in the Mayflower (Toolkit Text, pages 65-66)</li> <li>• <a href="https://www.plimoth.org/learn/just-kids/homework-help">https://www.plimoth.org/learn/just-kids/homework-help</a></li> </ul> </td></tr> </tbody> </table>	Jamestown (Source B)	Plymouth (Source C)	<ul style="list-style-type: none"> <li>• Lazy Settlers (Toolkit Text, pages 152-154)</li> <li>• <a href="https://www.thinking.com/scene/429067688682192898#t1site">https://www.thinking.com/scene/429067688682192898#t1site</a></li> <li>• <a href="https://www.nps.gov/jame/learn/historyculture/martial-law.htm">https://www.nps.gov/jame/learn/historyculture/martial-law.htm</a></li> </ul>	<ul style="list-style-type: none"> <li>• At Plimoth Plantation, 1627 (Toolkit Text, pages 83-86)</li> <li>• Mutiny in the Mayflower (Toolkit Text, pages 65-66)</li> <li>• <a href="https://www.plimoth.org/learn/just-kids/homework-help">https://www.plimoth.org/learn/just-kids/homework-help</a></li> </ul>
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<p><b>Extension:</b></p> <p><b>Additional Featured Sources</b></p>	<p><b>Source A:</b> Primary Source: The Starving Time (TCI Lesson 6)</p> <p><b>Source B:</b> Struggling to settle Jamestown (Toolkit Text, pages 146-147)</p> <p><b>Source C:</b> Sites for Jamestown (culture, historical analysis, government, economy, geography, economy, geography, people):</p> <p><a href="http://www.historyisfun.org/learn/learning-center/jamestown-learning-resources/jamestown-lesson-plans-activities/">http://www.historyisfun.org/learn/learning-center/jamestown-learning-resources/jamestown-lesson-plans-activities/</a></p> <p><b>Source D:</b> Primary Source: Combine Ourselves into A Civil Body Politick: The Mayflower Compact (Toolkit Text, page 93)</p> <p><b>Source E:</b> <a href="http://www.historyglobe.com/jamestown/">http://www.historyglobe.com/jamestown/</a></p> <p><b>Source F:</b> Of Plymouth Plantation (Toolkit Text, pages 94-97)</p> <p><b>Source G:</b> The New World (Toolkit Text, pages 61-64)</p> <p><b>Source H:</b> <a href="#">Jamestown and Plymouth compare and contrast</a></p> <p><b>Source I:</b> <a href="#">Comparing Jamestown and Plymouth Colonies</a></p> <p><b>Source J:</b> <a href="#">Comparison Chart</a></p>
<p><b>Supporting Question #2</b></p> <p><b>How did roles and expectations differ among various groups including indigenous peoples, women, slaves and others?</b></p>	
<p><b>Formative Assessment</b></p>	<p>If You Lived in the First English Settlements:</p> <ul style="list-style-type: none"> <li>• Student(s) pick at least 2 roles (men, women, child, slave, Native American)</li> <li>• Student(s) create comic strips that depict a day in the life of these characters - use of drawing paper or Storyboard That (Historical Collection) optional</li> </ul> <p><a href="https://www.storyboardthat.com/storyboard-creator">https://www.storyboardthat.com/storyboard-creator</a></p> <ul style="list-style-type: none"> <li>• Comic Strips will be collected into a class book</li> </ul> <p>Criteria:</p> <ol style="list-style-type: none"> <li>1. At least 6 frames</li> <li>2. At least 2 characters accurately dressed for time period</li> <li>3. Appropriate setting portrayed of Jamestown or Plymouth</li> <li>4. Accurate display of each character's role in the settlement (incorporating at least 3 responsibilities of each)</li> </ol>

<p><b>Featured Sources</b></p>	<p><b>Note:</b> Use the <a href="#">graphic organizer</a> to collect notes using the following sources.</p> <p><b>Source A:</b> Meet Thomas and Susannah Bridges (Toolkit Text, pages 122-125)</p> <p><b>Source B:</b> Jamestown Kids (Toolkit Text, pages 126-127)</p> <p><b>Source C:</b> In the Beginning: English Boys in Virginia (Toolkit Text, pages 12-16)</p> <p><b>Source D:</b> Africans in Colonial America (Toolkit Text, pages 24-28)</p> <p><b>Source E:</b> Slavery in the New World (Leveled Texts for Social Studies, pages 85-92) (Unit 3 Supporting Materials)</p> <p><b>Source F:</b> <a href="http://www.womenhistoryblog.com/2007/08/jamestown-women.html">http://www.womenhistoryblog.com/2007/08/jamestown-women.html</a></p> <p><b>Source G:</b> Women in the Colonies <a href="https://app.discoveryeducation.com/learn/videos/26a42ea1-c0a3-4841-b061-4ad5336eeaf7?hasLocalHost=false">https://app.discoveryeducation.com/learn/videos/26a42ea1-c0a3-4841-b061-4ad5336eeaf7?hasLocalHost=false</a></p> <p><b>Source H:</b> The Early Colonists (information about indentured servants) <a href="https://app.discoveryeducation.com/learn/videos/86bd3923-c402-40cf-be1d-4a28592a3ad2?hasLocalHost=false">https://app.discoveryeducation.com/learn/videos/86bd3923-c402-40cf-be1d-4a28592a3ad2?hasLocalHost=false</a></p>
<p><b>Additional Featured Sources</b></p>	<p>TBD</p>

#### **Dimension 4: Communicating Conclusions and Taking Informed Action**

Students are expected to take informed action, whenever possible, to communicate conclusions linked to the compelling question(s)

##### **Priority Standards**

INQ 3-5.10 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

INQ 3-5.10 Present a summary of arguments or explanations to others outside the classroom using print and oral technologies.

##### **CT Core Standards**

CCSS.ELA.-Literacy.RI.5.1-10,W.5.1-2, W.5.7-10,SL.5.1, L.5.1-3

**Academic Vocabulary:** argument, explanation Featured Sources, evidence, claims, counterclaims, visualize, credibility

<p><b>Summative Assessment and Taking Informed Action</b></p>	<p><u>Summative Performance Task:</u></p> <ul style="list-style-type: none"> <li>Students will take on the role of a man, woman, child or slave. Working in small groups, students will act out the following questions: <ul style="list-style-type: none"> <li><i>➤ Why did you come to the settlement?</i></li> <li><i>➤ What hardships did you face when you first arrived?</i></li> <li><i>➤ What mistakes did you and the other settlers make that made survival even more difficult?</i></li> <li><i>➤ How did the Indigenous Americans in the area treat you at first?</i></li> <li><i>➤ How has life improved since you first arrived?</i></li> <li><i>➤ Why do you think your settlement has been successful?</i></li> <li><i>➤ What important lessons have you learned that will help you in the future?</i></li> </ul> </li> </ul>
	<p><u>Taking Informed Action:</u></p> <ul style="list-style-type: none"> <li>Find a current event publication (newspaper, online media, or other source) that demonstrates the opportunities available to all individuals living in America.</li> <li>Draft a response to the publication that includes a reflection of the appreciation we have for modern society as compared to colonial times.</li> </ul>
<p><b>Additional Resources</b></p>	<p><b>Technology Links for Teachers:</b> TBD</p> <p><b>Technology Links for Students:</b> TBD</p> <p><b>Suggested Texts:</b> TBD</p>

## LPS Social Studies Curriculum Unit Four

Grade Level: 5

### The Role of Colonization in US History

#### A Unit of Study on

Timeline: up to 10 weeks

**Unit Overview/Grade 5 Content:** In this unit of study, students will explore artifacts and primary sources to further their inquiries and develop an understanding of how different colonies were created. Students will also investigate the economic and geographic differences of the northern, middle and southern colonies. Students will then evaluate the role of Connecticut as compared to the other colonies. Additionally, students will explore the different forms of slavery within the colonial regions. As a culminating task, students will participate in a two week STEM activity where they will design their own colony based on their knowledge of successful/unsuccessful colonial settlements.

<b>Theme</b>	The Struggle for Freedom, Equality and Social Justice <ul style="list-style-type: none"><li>• Explore history of Connecticut cities and towns</li><li>• Evaluate how individuals, groups and institutions in the United States have both promoted and hindered people's struggle for freedom</li><li>• Analyze how the concept of the "American Dream" has changed and how various groups endeavored to reach this goal over time</li></ul>
<b>Essential Unit Vocabulary</b>	Colonist, colonization, assembly, economy, grant, industry, plantation, West Indies, Middle Passage, overseer, slave auction, slave trade, triangular trade, spiritual, bill, capitol, craftsman, politics, royal colony, trade, Williamsburg, quarters

#### Compelling Question

**Is America a land of political, economic, and social opportunity?**

#### Dimension 1: Developing Questions and Planning Inquiries

Students are expected to look at an issue through a variety of perspectives using inquiry created by themselves and/or the teachers

#### Priority Standard

INQ 3-5.3 Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.

#### Supporting Standard

INQ 3-5.4 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

#### Connecticut Core Standards

CCSS.ELA-Literacy.RI.5.1, W.5.7, SL.5.1

**Academic Vocabulary:** questioning, argument, explanation, point of view

<b>Staging the Question</b>	1. Look at <i>Mem's Scrapbook</i> found in the book, <i>Dear America: A Journey to the New World: The Diary of Remember Patience Whipple, Mayflower, 2620"</i> by Kathryn Leasky. Students will then participate in a <a href="#">See, Think, Wonder</a> activity. Students will
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the share their thoughts with their peers.

- <http://www.scholastic.com/teachdearamerica/memscrapbook.htm#/0>

### **Dimension 2: Applying Disciplinary Concepts and Tools**

Students are expected to learn about history through a multi-disciplinary approach that includes civics, economics, and geography. These disciplinary ideas are the lenses students use in their guided inquiries that lead to deep and enduring understandings.

### **Dimension 3: Using Evidence**

Students are expected to use evidence from a variety of credible sources.

#### **Dimension 2**

##### **Priority Standards**

HIST 5.1 Create and use a chronological sequence of related events to compare developments that happened at the same time.

HIST 5.4 Explain why individuals and groups during the same historical period differed in their perspectives.

CIV 5.1 Explain how groups of people make rules to create responsibilities and protect freedom.

ECO 5.2 Identify examples of the variety of resources that are used to produce goods and services.

ECO 5.3 Explain why individuals and businesses specialize and trade.

INQ 3-5.7 Identify evidence that draws information from multiple sources in response to compelling questions.

INQ 3-5.8 Use evidence to develop claims in response to compelling questions

##### **Supporting Standards**

HIST 5.5 Explain connections among historical contexts and people's perspectives at the time.

GEO 5.2 Explain how culture influences the way people modify and adapt to their environments.

##### **CT Core Standards**

CCSS.ELA.-Literacy.RI.5.1-10, W.5.1-2, W.5.7-10, SL.5.1 L.5.1-3

**Academic Vocabulary:** argument, sources, evidence, claims, counterclaims, credibility

#### **Key Content to be Addressed**

- Economic and geographic differences between northern, middle and southern colonies (S1)
- Similarities and differences between the Connecticut colony and other colonies (S1)
- Creation of the different colonies and identification of governmental structures in the colonies (S1)
- Role of indentured servants and slavery in the colonies, and the different forms slavery took in different regions of colonial America (S2)

#### **Supporting Question #1**

**How were the three colonial regions alike and different?**

<b>Formative Assessment</b>	<p><b>Option 1:</b> *Interactive Notebook Activity for Comparing Colonies (TCI) <a href="http://www.teachtci.com">www.teachtci.com</a> (See technology links for students at the end of the unit)</p> <p><b>Option 2:</b> <a href="http://www.learningliftoff.com/wp-content/uploads/2015/02/HS_HST_US_S1_01_12_SS_ColonialBrochure.swf">http://www.learningliftoff.com/wp-content/uploads/2015/02/HS_HST_US_S1_01_12_SS_ColonialBrochure.swf</a></p>
<b>Featured Sources</b>	<p><b>Source A:</b> Comparing the Colonies (TCI, Lesson 7, pages 92-101)</p> <p><b>Source B:</b> Choosing a Career in the Colonies (TCI, Lesson 7, pages 102-105)</p> <p><b>Source C:</b> The New England Colonies, The Middle Colonies, The Southern Colonies (Leveled Text for Social Studies, pages 61-84)</p>
<b>Extension: Additional Sources</b>	<ul style="list-style-type: none"> <li>Interactive 13 Colonies: <a href="http://mrnussbaum.com/13colonies1/13.swf">http://mrnussbaum.com/13colonies1/13.swf</a></li> <li>Trades Colonists used: <a href="http://mrnussbaum.com/flash/colonial2.swf">http://mrnussbaum.com/flash/colonial2.swf</a></li> </ul>
<p align="center"><b>Supporting Question #2</b></p> <p align="center"><b>What was the impact of slavery on Africans and the development of the colonies?</b></p>	
<b>Formative Assessment</b>	Interactive Notebook Activity for Slavery in the Americas (TCI) <a href="http://www.teachtci.com">www.teachtci.com</a>
<b>Featured Sources</b>	<p><b>Source A:</b> Slavery in the Americas (TCI, Lesson 8, pages 106-115) <a href="http://www.teachtci.com">www.teachtci.com</a></p> <p><b>Source B:</b> Life in Colonial Williamsburg (TCI, Lesson 9 TCI pages 120-139)</p> <p><b>Source C:</b> African Americans in the British New Worlds <a href="http://www.ushistory.org/us/6.asp">www.ushistory.org/us/6.asp</a></p> <p><b>Source D:</b> <a href="http://www.history.org/media/sound/SitDownServantSitDown.mp3">http://www.history.org/media/sound/SitDownServantSitDown.mp3</a></p>
<b>Extension: Additional Sources</b>	<ul style="list-style-type: none"> <li><a href="http://www.pbs.org/opb/historydetectives/feature/indentured-servants-in-the-us/">http://www.pbs.org/opb/historydetectives/feature/indentured-servants-in-the-us/</a></li> <li><a href="http://www.ushistory.org/us/5b.asp">http://www.ushistory.org/us/5b.asp</a></li> <li><a href="http://www.differencebetween.net/miscellaneous/culture-miscellaneous/difference-between-slaves-and-indentured-servants/">http://www.differencebetween.net/miscellaneous/culture-miscellaneous/difference-between-slaves-and-indentured-servants/</a></li> <li><a href="https://www.loc.gov/exhibits/african/afam002.html">https://www.loc.gov/exhibits/african/afam002.html</a></li> <li><a href="http://www.history.org/almanack/people/african/aaintro.cfm">http://www.history.org/almanack/people/african/aaintro.cfm</a></li> <li>The Middle Passage (<i>Time for Kids</i>)</li> </ul>

#### **Dimension 4: Communicating Conclusions and Taking Informed Action**

Students are expected to take informed action, whenever possible, to communicate conclusions linked to the compelling question(s)

**Priority Standards**

INQ 3-5.10 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

INQ 3-5.13 Critique explanations.

**CT Core Standards**

CCSS.ELA.-Literacy.RI.5.1-10,W.5.1-2, W.5.7-10,SL.5.1, L.5.1-3

**Academic Vocabulary:** argument, explanation sources, evidence, claims, counterclaims, visualize, credibility

<b>Summative Assessment and Taking Informed Action</b>	<b><u>Summative Performance Task:</u></b> <ul style="list-style-type: none"><li>• Task #1: Build a Colony Group Activity <a href="http://hiltonjs.weebly.com/uploads/3/9/5/2/39525821/build_a_colony.pdf">http://hiltonjs.weebly.com/uploads/3/9/5/2/39525821/build_a_colony.pdf</a></li><li>• Task #2: Simulation <a href="http://colonialamerica.thinkport.org/welcome-to-colonial-america.html">http://colonialamerica.thinkport.org/welcome-to-colonial-america.html</a> <b>Explanation:</b> A STEM lesson where students will design a colonial settlement that can withstand various challenges. Students will review European Settlements successes and failures to determine criteria for the success of their own colonial settlement. Students will use an engineering portfolio to research and plan out their settlement design. Students will refine designs and will write an informational column to be included in the “Savvy Colonists’ Guide to the New World” where they will offer advice to future colonists.</li></ul>
	<b><u>Taking Informed Action:</u></b> See above Task #2 as the simulation is both a summative assessment as well as Taking Informed Action.
<b>Additional Resources</b>	<b>Technology Links for Teachers:</b> TBD <b>Technology Links for Students:</b> <ul style="list-style-type: none"><li>• *Interactive Notebook Activity for Comparing Colonies <a href="http://www.teachtci.com">www.teachtci.com</a> (Note to teachers: As students work throughout this unit, they should record their notes in the Interactive Notebook)</li><li>• General Primary Sources List from Library of Congress: <a href="http://www.scholastic.com/teachdearamerica/colonial_resources.htm">http://www.scholastic.com/teachdearamerica/colonial_resources.htm</a></li></ul>